

History B (Modern World)

General Certificate of Secondary Education **1937/02**

Paper 2 (British Depth Study)

Mark Scheme for June 2010

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Why was it so difficult for women to win the vote before 1918?

Where a range of three marks is available for a level, award the middle mark unless the answer is a weak or strong answer at that level.

Where two marks are available for a level, award the higher mark unless the answer is a weak answer at that level.

1. Source A

What is the message of this cartoon?

Use details of the cartoon and your knowledge to explain your answer.

6 marks

- | | | |
|---------|---|-----|
| Level 1 | Description of surface detail/general assertion.
eg A group of people are being shown a cloth with 'social reform' on it. | 1 |
| Level 2 | Valid inference from the cartoon about its message, unsupported by detail from it.
eg It is criticising the way politicians treat women. | 1-2 |
| Level 3 | Focuses on the main message of the cartoon, unsupported by detail from it.

eg It is wrong that men set the political agenda and ignore the needs of women. | 2-3 |
| Level 4 | Focuses on the main message of the cartoon, supported by detail from it.
OR
from contextual knowledge.
eg It is wrong that men set the political agenda and ignore the needs of women. This is illustrated by a politician holding back women and guiding two men towards the social reforms offered by Asquith because they have votes. | 4-5 |
| Level 5 | Focuses on the main message of the cartoon, supported by detail from it and put into context.
eg It is wrong that men set the political agenda and ignore the needs of women. This is illustrated by a politician holding back women and guiding two men towards the social reforms offered by Asquith because they have votes. In 1913 80% of men had the right to vote in parliamentary elections, no woman had such a right to vote.
Accept valid criticism of the Liberal Party. | 6 |

2. Sources B and C

Is one source more reliable than the other in helping you to understand who opposed votes for women?

Use details of the sources and your knowledge to explain your answer.

9 marks

- | | | |
|---------|---|----------------------------|
| Level 1 | Description of surface detail/general assertion.
eg Source B tells us about the Labour Party and votes for women.
Source C tells us about suffragettes.
If refers to one source only do not reward at top of level. | 1-2 |
| Level 2 | Comment limited to type of source/matching details of sources.
eg Source B more reliable because it was written for a newspaper.
Source C was written by a novelist.
If refers to one source only do not reward at top of level.
OR
Valid comment on reliability of a source for understanding opposition,
Unsupported by source detail. | 2-3

2-3 |
| Level 3 | Valid comment on reliability of a source/s for understanding opposition,
supported by source detail
OR
from contextual knowledge.
eg Source B more reliable as written by someone who is obviously involved in
the struggle for the vote, 'The Labour Party is not fighting for us it keeps a
distance from the issue.'
Source C is simply an emotional reaction against suffragettes.
If refers to one source only do not reward at top of level. |

4-5 |
| Level 4 | Evaluates reliability of one source for understanding opposition, by reference
to tone/language/purpose/cross-reference supported by source detail.
eg Source C is less reliable about who opposed votes for women because of
its very emotional, biased language – 'Suffragettes are dangerous...dark days
are in store...our Nation will collapse.' |

6-7 |
| Level 5 | Evaluates reliability of one source for understanding opposition, using relevant
contextual knowledge supported by source detail.
eg Source B more reliable about who opposed votes for women as written by
Christabel Pankhurst who was deeply involved in the struggle for the vote.
Christabel helped create the WSPU in 1903 and she would know about how
much help the Labour Party gave. 'The Labour Party is not fighting for us it
keeps a distance from the issue.' |

7-8 |
| Level 6 | Evaluates and compares the reliability of both sources for understanding
opposition, using relevant contextual knowledge for at least one source,
supported by detail from both sources.
eg Combination of examples at Levels 4 and 5 – one source evaluated
by context the other evaluated by language.
If no valid comparison comment made then mark at bottom of the level. |

8-9 |

3. Source D

Is this cartoon for or against votes for women?

Use details of the cartoon and your knowledge to explain your answer.

7 marks

- | | | |
|---------|--|-----|
| Level 1 | Description of surface detail/general assertion.
eg There are people in a car with a sign saying 'No votes for women' | 1 |
| Level 2 | Accepts at face value, unsupported by detail from the cartoon.
eg The whole message is against giving women the vote. | 2 |
| Level 3 | Accepts at face value, supported by detail from the cartoon.
eg The whole message is against giving women the vote. The people in the car are members of the 'Anti-Suffrage League' and the sign on the car says 'No votes for women'. | 2-3 |
| Level 4 | Valid identification of the cartoon's criticism of anti-suffrage, supported by detail from the cartoon.
eg The cartoon pokes fun at the selfish aristocratic men and women and their sign 'We have all we want. No votes for women'. They are shown as privileged with their robes, crowns and motor car.
This cartoon attacks anti-suffrage people and therefore wants votes for women. | 4-5 |
| Level 5 | Valid identification of the cartoon's criticism of anti-suffrage, supported by detail from the cartoon, and put into context.
eg Level 4 example, PLUS: since 1906 there had been an increase in suffragette activity – demonstrations at H of C, mass-meeting in Hyde Park, and window smashing campaign. The cartoon is part of that agitation for votes for women. | 6-7 |

4. Sources E and F.

How different are the attitudes to votes for women in these two sources?

Use details of the sources and your knowledge to explain your answer.

9 marks

- | | | |
|---------|--|----------------------------|
| Level 1 | Description of surface detail/general assertion.
eg Source E is about what suffragettes did before the war.
Source F tells us what women did during the war.
If refers to one source only do not reward at top of level. | 1-2 |
| Level 2 | Identifies valid difference/similarity in the sources supported by detail from sources or context
eg Source E is about opposition to female votes before the war, 'in 1913 a proposal to give women the vote was defeated.' But Source F tells us that during the war women were important and should have the vote.
If refers to one source only do not reward at top of level.
OR
Identifies a valid attitude unsupported by detail from a source. | 2-3

2-3 |
| Level 3 | Identifies valid difference/similarity in attitude supported by detail from sources,
OR
from contextual knowledge.
eg Source E shows total opposition to female votes, '...it was no surprise that a proposal to give women the vote was defeated easily.'
Source F is different in showing opposition to female votes lessened during the war, with Asquith saying in 1916, 'the arguments of those in favour are totally convincing'.
If refers to one source only do not reward at top of level. | 4-5 |
| Level 4 | Valid explanation of difference/similarity in attitude by reference to tone/language supported by detail from sources.
eg Although similar in showing opposition to women having the vote there is difference in tone and attitude. Source E opposition to female votes before the war because 'nothing was safe from attack', contrasts with Asquith's conciliatory tone in Source F 'no special desire to give women the vote, but...We cannot carry on the War without them' | 6-7 |
| Level 5 | Valid explanation of difference/similarity in attitude in context supported by detail from sources.
eg Although similar in showing opposition to women having the vote there is difference in attitude. Source E shows opposition to female votes before the war because 'nothing was safe from attack'. This refers to suffragette window breaking and the fire-bombing of Lloyd George's new country house.
This contrasts with Asquith's conciliatory tone in Source F 'no special desire to give women the vote, but...We cannot carry on the War without them'
This refers to their work making munitions, delivering coal, joining VAD units etc. | 7-8 |
| Level 6 | Compares the difference in attitude of both sources in context supported by detail from them.
eg Develops Level 5 to reach a judgement about the extent/degree of difference/similarity in attitude. | 8-9 |

5. Source G

Why was this poster published in 1912?

Use details of the poster and your knowledge to explain your answer.

7 marks

- | | | |
|---------|---|-----|
| Level 1 | Comprehension only/general assertion.
eg Published to comment on the suffragettes. | 1 |
| Level 2 | Valid explanation of purpose unsupported by detail from the poster.
eg Published to criticise what women were doing to get the vote. | 2-3 |

OR

Makes contextual reference without inference unsupported by detail from the poster. 2-3
eg At the end of 1911 and into 1912 renewed suffragette militancy - setting fire to churches, private houses and public amenities; golf greens attacked with acid, hundreds of letters burnt in post-boxes.

- | | | |
|---------|---|-----|
| Level 3 | Valid explanation of purpose supported by detail from the poster.
OR from contextual knowledge.
eg Published to criticise suffragette militancy by showing the impact on family life. It emphasises a woman's place is at home, looking after her family, not neglecting them by campaigning for votes. The poster, 'A Suffragettes Home', shows a man returned home after a hard day's work, there is no food ready and the children are asleep at the table, <u>accept</u> - one child is asleep, the other is crying from hunger. | 4-6 |
| Level 4 | Valid explanation of purpose supported by detail from the poster and put into context.
eg The L3 example, PLUS
The suffragette campaign of votes for women had become very militant by 1912. At the end of 1911 widespread window smashing and hundreds of letters burnt in post-boxes. The militancy continued into 1912, with windows smashed in the West End of London and a nationwide hunger strike was called for. | 6-7 |

6. All the sources, A to G

'It was the suffragettes' fault that women did not win the vote before 1918'.

How far do the sources in this paper support this statement?

Use details of the sources and your knowledge to explain your answer.

Remember to identify the sources you use

12 marks

Level 1 General answers unsupported by detail from the sources. 1-2
eg Suffragettes were one reason, but there were other reasons.

Level 2 One-sided answer using relevant contextual knowledge unsupported by detail from the sources. 2-3
eg The statement is true, suffragettes were a crucial factor because...

OR

Uses the sources without addressing the question. 2-3
eg Source B tells us that 'Labour Party keeps a distance from the issue'.
Source C tells us 'the Home is the foundation of the British Empire'.
Source F tells us woman were important during the war.

Level 3 Balanced answer, using relevant contextual knowledge unsupported by detail from the sources. 4-5
eg The statement is true, suffragettes were a crucial factor because...
However, they were not the only factor...

Level 4 One-sided answer, with specified detailed support from the sources. 5-7
eg The statement is true –
Source C 'Suffragettes are dangerous'.
Source E House of Commons hardened its opposition to suffragettes.
Source F 'I have no special desire to give women the vote'.
Source G suffragettes disregard domestic duties
If refers to one source only do **not** reward at top of level.

Level 5 Balanced answer, with specified detailed support from the sources. 8-10
eg The statement is true –
Source C 'Suffragettes are dangerous'.
Source E House of Commons hardened its opposition to suffragettes.
Source F 'I have no special desire to give women the vote'.
Source G suffragettes disregard domestic duties
On the other hand –
Source A Liberal government had other priorities
Source B lack of support from Labour Party
Source C women opposed, 'Woman is destined to make voters, not be one.'
Source D aristocracy opposed, 'We have all we want, no votes for women.'
If support from one source per side only do **not** reward at top of level.

Level 6 In addition to Level 5, addresses 'how far?'/evaluates sources based on specific reference to the sources used in their answer. 11-12

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